

**CTE TEACHER CERTIFICATION IN MAINE
STATE BOARD OF EDUCATION MEETING
MAY 23, 2012**

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BACKGROUND

In February 2012 the Educational Testing Service (ETS) contacted Mark Cyr via email to ascertain current interest and usage of the PRAXIS II Vocational General Knowledge #0890 test as a requirement toward attainment of Career and Technical Education teacher certification. Mark contacted Meg Harvey, who in turn asked Nigel Norton and Debra Andrews to research what other states require for PRAXIS with regard to CTE teacher certification. This led us to review all aspects of CTE teacher licensure, as PRAXIS (and similar standardized testing) is only a component of the certification process. Considering the all parts that comprise the certification requirements provides a more meaningful picture.

As we researched Maine's and other states' requirements for teacher certification in the area of CTE we noted that all recognize that CTE instructors often come directly from Industry and as such have a wide breadth of knowledge and experience in their areas of expertise but not necessarily having pedagogical skills by which to teach. The states we researched have (in varying degrees) acknowledged what prospective CTE instructors bring to their classrooms, namely state-of-the-art technical skills. The various state licensure programs we reviewed require that instructional methodology be part of the CTE teacher preparation to complement their industry experience.

The PRAXIS test series are high stakes tests that measure literacy, mathematics, general knowledge, and proficiency in pedagogy. Current PRAXIS requirements for CTE certification in Maine include:

1. PRAXIS I, the Pre Professional Skills Test (PPST) that measures reading, writing, and math
2. PRAXIS Vocational and General Knowledge (0890) measures social studies, math, and science
3. PRAXIS Principles of Learning and Teaching: Grades 7-12 (0624) measures a new teacher's knowledge and understanding of educational practices foundational to beginning a career as a professional educator

ETS has proposed to replace PRAXIS Vocational and General Knowledge (0890) with PRAXIS Fundamental Subjects: Content Knowledge (0511) which measures English language arts, math, citizenship and social science, and science.

Anecdotally, our impressions from conversations and feedback with CTE instructors and directors "in the field" convey that:

- PRAXIS I is generally reasonable and passable.
- PRAXIS (0890) does not assess a CTE instructor's knowledge of his/her area of expertise. The math knowledge area of this test component is similar to the content tested in the PRAXIS I.
- PRAXIS Principles of Learning and Teaching: Grades 7-12 presents a challenge and a potential barrier to CTE instructors seeking state licensure.

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THE PROCESS

Since March 2012, we have met at least once a week to gather data from the following eight state departments of education teacher licensure web sites: Colorado, Connecticut, Massachusetts, New Hampshire, North Dakota, Rhode Island, Vermont, and Virginia. We selected these states because they were either similar in size and/or demographics to Maine or were linked to Maine regionally.

We have reviewed Praxis materials supplied by Mark Cyr and found on-line at the ETS website:

<https://www.ets.org/Media/Tests/PRAXIS/pdf/0890.pdf>

<https://www.ets.org/praxis/me>

We also reviewed Maine Rule Chapter 115, Parts I and II, "Requirements for Specific Certificates and Endorsements":

http://www.maine.gov/doe/rule/changes/chapter115/proposed_115ii.pdf

WHAT OTHER STATES ARE DOING

The following list contains aspects of teacher certification process in other states that the Maine Board of Education might consider:

- Colorado, Massachusetts, and West Virginia featured clear and easily accessible websites with page/links specific to CTE teacher certification provide user-friendly approaches to information on CTE certification. For example:
http://www.cde.state.co.us/cdeprof/Licensure_CTEInitial_faq.asp#02
<http://wvde.state.wv.us/teachwv/certification.html>
http://www.doe.mass.edu/educators/e_license.html?section=voc
- Vermont has partnered with a state technical college to provide an Apprenticeship Program for CTE Certification: <http://www.vtc.edu/teacher-prep>
- Vermont also offers an Alternative Licensure program that provides a path to certification using a peer review/portfolio process that bypasses postsecondary teacher preparation. This program is available for all prospective teachers (not just CTE instructors): <http://education.vermont.gov/new/html/licensing/alternate.html>
- West Virginia requires 21 credit hours that include a 2-week new teacher summer workshop on CTE teaching methodology and a 2-day Survival Workshop orientation to CTE at beginning of school year. The 21 credit hours comprise "mixed delivery" offerings, including on-line course work, webinars, and traditional classroom presentations. Included in the credit hours are courses pertaining to CTE teaching during regular semesters.
- West Virginia makes a Powerpoint presentation of CTE Certification process available on-line:
<http://www.acteonline.org/uploadedFiles/Events/files/West%20Virginia%20OCareerTechnical%20Teaching%20Certification.ppt>.
- Many states require that initially-licensed CTE teachers work toward a bachelor's degree in CTE education or area of expertise. Alternatively, other states require continuing professional development course work in pedagogy and topics specific to CTE.

PRAXIS

The following states we researched require PRAXIS testing as part of the CTE teacher certification process: Connecticut, Vermont, New Hampshire, Rhode Island, and Maine.

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Some of these states offer a waiver process to the PRAXIS requirement. Other states require PRAXIS for certain but not all CTE programs. (<https://www.ets.org/praxis>)

Massachusetts requires standardized tests that measure a prospective teacher's general knowledge and pedagogical skills via an assessment "Vocational Technical Literacy Skills Test" and Communication and Literacy Skills Tests via National Evaluation Systems" <http://www.mtel.nesinc.com/> designed specifically for the Massachusetts Department of Education. Colorado has a similar custom-designed assessment available.

WEBSITES WE VISITED

<http://www.vtc.edu/teacher-prep>
<http://education.vermont.gov/new/html/maincert.html>
<http://education.vermont.gov/new/html/licensing/alternate.html>
http://www.cde.state.co.us/cdeprof/cte_generalinfo.htm
http://www.doe.mass.edu/educators/e_license.html?section=voc
<http://www.ride.ri.gov/EducatorQuality/Certification/default.aspx>
<http://wvde.state.wv.us/teachwv/certification.html>
<http://www.nd.gov/cte/teacher-cert/#requirements>

CURRENTLY IN MAINE

Generally speaking we found the rules in Maine Chapter 115 Parts I and II include many of the same requirements for CTE teacher certification as in other states. That said, we have made some suggestions for Chapter 115 for consideration, as outlined in the table that follows (http://www.maine.gov/doe/rule/changes/chapter115/proposed_115ii.pdf).

<i>Excerpts from Chapter 115 Part II, Section 3</i>	<i>Recommended Changes</i>
Requirements for all Pathways	
(a) Where applicable, hold a valid Maine certificate or license as required by State law or rule to practice the craft or trade to be taught. (page 45)	Keep as is
(b) For each endorsement, completed a minimum of one year of paid applied employment or teaching in the endorsement area during the five years preceding the initial application; (page 45)	Keep as is
(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom" (page 45)	Delete this section. Design a sequence of methodology courses that would include Exceptionality course (see part F below).
(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13 (page 45)	Hold or obtain an industry-related credential or pass a third party industry-related assessment (i.e. NOCTI) in the endorsement area for which a license or credential is not available).

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<i>Excerpts from Chapter 115 Part II, Section 3</i>	<i>Recommended Changes</i>
(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13; (page 45) and	Pass ETS PPST (Pre Professional Skills Test Praxis 1 in Reading, Writing, Math) OR: Pass SAT, ACT, or GRE tests
(f) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program. (page 45)	1. Prior to the first year of teaching, require that CTE instructors participate in a seminar "Orientation to CTE" collaboratively designed by MDOE CTE and stakeholders. Cohorts will continue to meet as follow-on to the seminar. 2. During the Initial Certification Stage, successfully complete a sequence of approved pedagogical courses such as: o Teaching Students with Special Needs o CTE Curriculum o CTE Instruction o Classroom Management o CTE Assessment o CTE Shop Safety and Lab Management o CTE Issues in Education
(g) Satisfied one of the following five routes by documenting that one of the following combinations of learning, paid applied employment, or teaching in the endorsement area has been completed.	Use the word "pathway" instead of route.
Endorsement Eligibility Pathway 1	
(a) Earned a bachelor's degree from an accredited institution, in accordance with Part I Section 4.4 of this rule, with a minimum of 24 semester hours specifically applicable to the endorsement area; and	Keep as is
(b) Completed a minimum of 24 months (4,000 hours) of paid applied employment or teaching in the endorsement area being sought.	Keep as is
Endorsement Eligibility Pathway 2	
(a) Completed an apprenticeship registered with either the Maine State Apprenticeship and Training Council, a similar agency from another State, or the Federal Bureau of Apprenticeship and Training; and	Keep as is
(b) Completed a minimum of 36 months (6,000 hours) of paid applied employment or teaching in the endorsement area being sought.	Keep as is

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Excerpts from Chapter 115 Part II, Section 3		Recommended Changes
Endorsement Eligibility Pathway 3		
(a) Completed a two-year degree or certificate in the endorsement area from a technical institution accredited in accordance with Part I Section 4.4 of this rule or an institution accredited by the National Association of Career and Technical Schools; and		Keep as is
(b) Completed a minimum of 36 months (6,000 hours) of paid applied employment or teaching in the endorsement area being sought.		Keep as is
Endorsement Eligibility Pathway 4 (page 46)		
(a) Earned a high school diploma or GED;		Keep as is
(b) Completed a minimum of 24 semester hours directly related to the endorsement area from an accredited college or university, in accordance with Part I Section 4.4 of this rule. Courses offered by industry or the armed forces may be evaluated by the Commissioner for appropriate crediting under this subparagraph; and		Keep as is
(c) Completed a minimum of 48 months (8,000 hours) of paid applied employment or teaching in the endorsement area being sought.		Keep as is
Endorsement Eligibility Pathway 5		
(a) Earned a high school diploma or GED;		Keep as is
(b) Completed a minimum of 36 months (6,000 hours) of paid experience learning the trade or craft for which the endorsement is sought; and		Keep as is
(c) Completed a minimum of an additional 36 months (6,000 hours) of paid applied employment or teaching in the endorsement area being sought.		Keep as is
Conditional Certificate for this Endorsement		
An applicant who satisfies the requirements set forth in Sections 3.1.B.2, 3.1.B.3, 3.1.B.4, 3.1.B.5, or 3.1.B.6, above, may obtain a conditional certificate while working toward the requirements of Section 3.1.B.1, above.		Keep as is